

# Lakeside Primary School

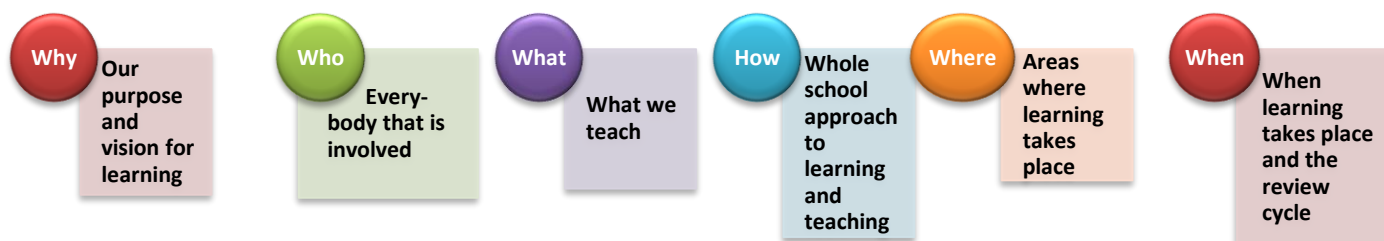


## Health and Wellbeing Policy

2023 - 2025

## Lakeside Primary School – Health and Wellbeing Policy 2023-2025

At Lakeside, we have structured our curriculum under 6 headings in order to capture the purpose behind what we do and how we achieve this:



### Lakeside – Vision for Education

The United Nations Convention on the Rights of the Child (CRC) is at the heart of Lakeside Primary school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

"What our children and young people learn during their time at school has never been more important."  
(Donaldson, *Successful Futures*)

### SCHOOL VALUES

The school values are promoted and embedded in the daily life of the school. Throughout the school, pupils relate well to each other and show respect for others' ideas and views. They exhibit excellent attitudes to learning, which is a key factor in ensuring they make good progress. Throughout their learning projects, children discuss and debate issues and explore ideas in a climate of mutual respect and trust.



### The Health and Wellbeing Area of Learning and Experience

**The Health and Well-being Area of Learning and Experience** provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are *physical health and development, mental health, and emotional and social well-being*. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

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<b>Health and Wellbeing and The Four Purposes</b>	
1 - Effective realisation of the vision described in this Area is fundamental to developing <b>healthy, confident individuals</b> , ready to lead fulfilling lives as valued members of society.	2 - By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become <b>ambitious, capable learners</b> , ready to learn throughout their lives.
3 - Learners can also be supported to become <b>ethical, informed citizens of Wales and the world</b> by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them.	4 - Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become <b>enterprising, creative contributors</b> ready to play a full part in life and work.

### Who does the policy refer to?

**“We are embedding health and well-being at the heart of our school strategy because our people are our greatest asset, and we recognize that a healthy, happy and committed community is vital to our success.”**

At Lakeside Primary we believe it is important to promote health and wellbeing, where positive attitudes and beliefs are developed to enable all members of the school community to feel important, confident and happy. We recognise that every child needs the right strategies to feel good about themselves. Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

#### **Our school is invested in supporting the very best possible relational health between:**

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and Senior Leads
- School staff and external agencies

### What do we teach and Learn?

What matters in this Area of Learning and Experience has been expressed in five statements which support and complement one another and should not be viewed in isolation. In order to achieve this holistic approach, teachers should seek to draw across all five statements when planning activities. Together they contribute to realising the four purposes of the curriculum.

<b>1. Developing physical health and wellbeing has lifelong benefits</b>
<b>2. How we process and respond to our experiences affects our mental wellbeing</b>
<b>3. Our decision- making impacts on the quality of our lives and the lives of others</b>
<b>4. How we engage with social influences shapes who we are and affects our health and wellbeing</b>
<b>5. Healthy relationships are fundamental to our wellbeing</b>

## How?

### **Physical health and development at Lakeside includes:**

- After school sports clubs
- Weekly PE lessons for skill development (Jasmine PE)
- Annual sports day
- Healthy eating activities
- Daily mile
- Sport tournaments

### **Mental health development includes:**

- Weekly Jigsaw lessons – individual, group and whole class
- Thrive sessions – individual and group
- Outdoor Learning – Forest school
- Assemblies – class and whole school
- Embedded into daily life – integral skills

### **Emotional and social wellbeing includes:**

- Value placed on opportunities for interdependence
- Strong pupil voice opportunities for all pupils
- Planning underpinned by UNCRC Pupils’ Rights
- Authentic Contexts for learning
- Thrive Sessions
- Talk About / Time to Talk
- Trauma Informed Approach

## PLANNING

At Lakeside Primary School we incorporate a thematic approach. We map the coverage and progression of skills across the school. This overview ensures that the Health and Wellbeing of our children is at the heart of many lessons and the skills taught and practised so that pupils are able to transfer these skills across the curriculum into all the other areas of learning and experience.

### ***Recording of Pupil's work***

Pupils are taught a variety of different methods for recording their work e.g. Jigsaw books, Google drive, SeeSaw, etc, and are encouraged to select the most appropriate process to demonstrate the particular skill learned. It is important for pupils to record thoughts and feelings as well as being given the chance to explain orally e.g. Circle time, groups and talking partners. Work may be uploaded to SeeSaw or Google drive and used as a tool for self and peer assessment purposes as well as for celebration.

### ***Intervention/Provision for ALN/EAL Pupils***

We aim to teach a broad and balanced curriculum for all children and provide learning opportunities matched to the needs of the individual pupils. Support is in place, with teaching staff liaising closely with the ALNCO, as a means of intervention, to narrow the gap of pupils with misconceptions and difficulties in grasping basic concepts and principles. See ALN Graduated response (appendix 1).

### **Assessment**

Pupils' progress is recorded in end of year reports and analysed at the beginning of the academic year. Strengths and weaknesses are noted in line with the assessment policy and children are targeted to address their needs throughout the Year. ALNCO, Class teachers and the Thrive leader meet to assess children who have had support with their Emotional Health and Wellbeing and assess their social and emotional needs with an individual thrive assessment. This assessment provides areas of development that the class teacher and thrive leader can work on in class and individual sessions. Progress of pupils is monitored by the class teacher through ongoing formative and summative assessment. Staff, who are involved in intervention work with individual pupils, work collaboratively with class teachers to monitor pupil achievement through regular assessments. Their findings are communicated clearly with the class teacher, the pupils and their parents/carers.

## **ROLES, RESPONSIBILITIES & EXPECTATIONS**

### **Senior Leaders should:**

- Identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners
- Identify opportunities for and facilitate the sharing of good practice within and beyond the school
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated;
- Review and update teaching pedagogy through the provision of appropriate training (CPD)
- Work with the Health and Wellbeing Leader to organise and disseminate whole-school training
- Evaluate the impact of professional learning on raising standards for all learners
- Monitor, evaluate and report to governors, when necessary, on the progress made by learners throughout the school and impact of actions aimed at further improving the achievements made by pupils

### **The Health and wellbeing Drive Team Leader should work with senior leaders, other AoLE leaders, teachers and TAs to:**

- Review the current provision for the New Curriculum for Wales (2022) and identify opportunities to develop and apply Health and Wellbeing skills
- Audit and share existing examples of good practice in Health and Wellbeing across the Curriculum
- Ensure consistency of approach across the school
- Identify areas of Health and Wellbeing that need development and discuss with senior managers measures needed to address the identified issues
- Facilitate school-based in-service training on aspects of Health and Wellbeing
- Regularly review and update this school policy for developing Health and Wellbeing across the curriculum
- Evaluate the whole-school impact of applying the New Curriculum for Wales (2022) and above approaches (Deep Dives)
- Work closely with other areas of learning and experience to coordinate programmes of work, including timing of specific strategies and concepts

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- Identify opportunities for developing Health and Wellbeing skills in schemes of work and planning
- Map progression in Health and Wellbeing skills across each year group and phases
- Work with teachers to plan progressive, differentiated and challenging tasks
- Monitor and evaluate the impact of these approaches on standards of learning for AoLEs

### ***Teachers are expected to***

- To plan and teach within the Curriculum for Wales (2022)
- Understand the importance of Health and Wellbeing skills in relation to raising standards of work across the curriculum
- Identify opportunities to develop and apply Health and Wellbeing skills within subjects and across the curriculum
- Liaise with the Health and Wellbeing Leader to identify contexts through which Health and Wellbeing skills can be developed
- Monitor and evaluate the impact of these approaches

### ***Governors should:***

- Be fully aware of the Curriculum for Wales (2022) and the need to improve learners' health and Wellbeing, and of the benefits of doing so
- Appoint a Governor with a specific responsibility for Health and Wellbeing
- Be aware of the strategies and resources used to promote the effective implementation of Curriculum for Wales (2022)
- Attend some of the whole school training devoted to Health and Wellbeing
- Be provided with opportunities to observe good practice in the delivery of Health and Wellbeing across the curriculum

### ***Parents/Guardians should:***

- Promote a positive attitude and approach to Health and Wellbeing
- Be aware of the importance of improving their children's Health and Wellbeing skills and of the benefits of doing so
- Be aware of the strategies and resources used to promote better understanding of Health and Wellbeing
- Share any worries around their Children's Health and Wellbeing with staff and work together to support their child

### ***Monitoring and Review of the Policy***

Monitoring of the quality and effectiveness of the teaching of Health and Wellbeing is the joint responsibility of the Senior Leadership Team, including the Health and Wellbeing Drive Team Leader. Analysing pupil progress is an important strand of monitoring along with opportunities for Book Looks and professional dialogue to ensure coverage, consistency in teaching strategies, differentiation and progression. Classroom observations and staff/pupil interviews (learning walks and listening to learners) also provide an insight into the teaching and learning of Health and Wellbeing across the curriculum.

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Monitoring of Health and Wellbeing and feedback to all stakeholders is the primary responsibility of the Health and Wellbeing leader and is a regular and prominent feature within the school's termly/annual monitoring cycle.

### Related Policies

- Positive Relationships
- Anti-bullying Policy
- RSE Guidance
- RVE Guidance

Date	Review Date	Leader
January 2023	January 2025	Russ Vanstone

<b>Chair of Governors:</b>		<b>Date:</b>	
<b>Headteacher:</b>			

## Appendix 1

### Graduated Response for Additional Learning Provision

Provision which is in addition to or different from what is normally made available in a mainstream school is considered additional learning provision (ALP). ALP will of course be an enhancement of what is available at a routine/universal level and will be related to whole-class teaching.

#### Universal Provision

Positive whole-school and classroom ethos including:

- Calm classroom environments
- Communication friendly practice
- Well organised resources
- Whole class visual timetable

Good quality classroom teaching including:

- Positive, consistent communication
- Pupil centred practice
- Clear instructions (short, concise, visual)
- Multi-sensory teaching strategies
- Listening and attention strategies

Effective differentiation including:

- Achievable tasks fostering success
- Resources to support/ scaffold learning, such as word mats, letter mats, number lines, writing frames, key words, sentence starters, visual/symbol reinforcement
- Good home-school communication
- Appropriate and focussed use of TA (if available)
- Regular access to training for all staff on effective whole school practice and inclusion

#### Targeted Provision

Individualised approach to elements of whole-school and classroom practice, including:

- A focus on individual pupil wellbeing and promoting independence
- Consideration is given to unstructured times and support given to scaffold social interaction and/or alternative opportunities are made available such as clubs, buddies, support to understand games

Good quality teaching focussed on individual pupils through:

- Appropriate interventions accessed by pupils which have entry and exit data
- Suitable adaptations made when transitioning between class groups or Progression Steps

Effective individualised differentiation of work including:

- Tasks broken down into achievable steps, fostering success for the individual
- Tailored resources to support/scaffold learning, such as individual visual timetables, individualised reward systems, access to a quiet space

Establish home-school communication including:

- PCP meetings, through which school have maintained open dialogue with parents about pupil progress



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- School hosts IDP review meetings to engage with families and a range of professionals involved with the pupil (such as children’s services, therapy services, medics, specialist teachers, educational psychologists and third sector organisations) to plan multi-disciplinary response to pupil’s persistent and complex needs
- Individual home-school communication strategies agreed and in place
- School offer signposting for support where needed
- Consideration of specialist advice in consultation with parents

### **ALN**

High quality, differentiated teaching for learners with ALN

Targeted interventions and support for learners with ALN

Effective systems for monitoring the progress and achievement of learners with ALN and their inclusion in the everyday life of school

Arrangements for involving specialist professionals when it is appropriate to do so (such as children’s services, therapy services, medics, specialist teachers, educational psychologists, and third sector organisations)

Arrangements for reviewing the effectiveness of interventions used to support learners with ALN and the skills and expertise

Well established and regular home-school communication including:

- Regular PCP meetings
- Requests for support/ EP consultation requests shared with parents and consent gained before submitting to the LA

School engages with external professionals, implement advice and have established mechanisms for monitoring and evidencing impact

Specific training for complex health needs (if required)

Specialist equipment to support access to learning environment (if required)

### **Targeted Interventions**

#### **Well-being**

##### **Thrive**

A programme to support learners to feel safe, supported and ready to learn. Sessions can be undertaken either in a group or individually. Thrive practitioners are able to provide children with techniques of self-regulation and the language so that they can articulate how and why they feel the way they do. Recognising how they are feeling and wrapping language around that enables them to tell us when they need help and support and when they are not feeling safe.

##### **Time To Talk**

Structured programme created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. It supports children to develop the basis of interaction with the help of Ginger the Bear who is a core feature in all of the activities.

##### **Talk About**

## **Lakeside Primary School – Health and Wellbeing Policy 2023-2025**

Structured programme for teaching and measuring social skills. It uses a hierarchical method of teaching social skills by developing self-awareness and self-esteem before processing body language. It also covers conversational skills and friendship assertiveness.